

Prep Indonesian Curriculum and assessment plan

Example

Level description		Context and cohort considerations	
In Foundation, Indonesian language learning builds on the Early Years Learning Framework and each student's prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Indonesian through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting. Students experience and imitate the sounds and gestures of Indonesian language. They participate in shared listening and viewing of texts that represent Indonesian and Indonesian-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.		Students study Indonesian in Prep once a week. They are not expected to have any prior exposure to, or knowledge of, Indonesian language or culture. As Prep students are developing their English literacy skills, activities involving reading and writing are limited.	

Unit 1 — Halo (Hello)	Unit 2 — Mari menghitung! (Let's count!)	Unit 3 — Hewan Indonesia (Indonesian animals)	Unit 4 — Semua tentang Indonesia (All about Indonesia)
Timing: Term 1 Duration: 10 weeks	Timing: Term 2 Duration: 10 weeks	Timing: Term 3 Duration: 10 weeks	Timing: Term 4 Duration: 10 weeks
Students learn about Indonesian greetings, such as <i>Halo</i> , <i>Apa kabar?</i> and <i>Selamat pagi</i> , and classroom language through songs, roleplays and matching activities. They learn greetings by looking at pictures showing different times of the day and choosing the most appropriate greeting for each situation. Students learn how to greet the teacher and their classmates in Indonesian and respond to basic classroom questions in Indonesian, such as <i>Apakah ini pagi?</i> They demonstrate their learning by roleplaying greeting a puppet in Indonesian.	Students explore Indonesian numbers by counting to ten, through songs and gestures. They become familiar with Indonesian spelling for numbers by copying and tracing words, noticing some differences between Indonesian and English numbers. Students respond to classroom instructions involving numbers, such as making groups or counting and collecting objects. They play simple games using Indonesian numbers, e.g. by rolling a dice and saying the correct number in Indonesian. Students demonstrate their understanding by sorting a set of cards in Indonesian and matching them to English numbers.	Students discover Indonesia's diverse animals, from orangutans and tigers to Komodo dragons. They learn the Indonesian words for animals and the sounds that these animals are said to make in Indonesian, through listening to stories and participating in games. Students sing songs about animals and act out the sounds each animal is said to make, deepening their connection to the new vocabulary. They label drawings of animals by tracing or copying the Indonesian words for these animals. Students observe how the Indonesian words differ from their English translation and begin to recognise key differences between the two languages.	Students are introduced to Indonesian culture through pictures of festivals, places and food. They compare behaviours in interactions that occur in Indonesian class to their other classes, e.g. noticing body language their teacher uses when speaking Indonesian. Students watch Indonesian children's shows and notice similarities and differences between Indonesia and Australia. They begin to understand that Indonesian culture is one of many cultures and explore the richness and diversity of cultures within Indonesia and Australia, which could include a focus on the Aboriginal and Torres Strait Islander cultures. Students can identify elements of Indonesian culture and other culture(s), e.g. festival, place, food and animals.

	Unit 1 — Halo (Hello)		Unit 2 — Mari menghitung! (Let’s count!)		Unit 3 — Hewan Indonesia (Indonesian animals)		Unit 4 — Semuanya tentang Indonesia (All about Indonesia)	
	Assessment 1 — Greeting roleplay	Term/ week	Assessment 2 — Numbers card sort	Term/ week	Assessment 3 — What language is that?	Term/ week	Assessment 4 — Class discussion	Term/ week
Assessment	Description: Students roleplay greeting with a puppet in Indonesian, in response to stimulus provided by the teacher, such as an image representing a situation or a time of day. Technique: Short response Mode: Spoken	Term 1, Week 9	Description: Students are given a set of cards with numbers 1–5 in English and in Indonesian, and images to represent each number, such as one fruit or three animals. Using Indonesian, students identify what is on each card and match the Indonesian number cards to the corresponding image cards. If applicable, students then repeat the activity with numbers 6–10. Technique: Observed demonstration Mode: Spoken	Term 2, Week 8	Description: Across several lessons, the teacher shows a series of familiar and new written words for different animals in English and Indonesian, reading some of the words aloud. After each word, students raise one finger to indicate that the word is in English or two fingers to indicate that the word is in Indonesian. Technique: Observed demonstration Mode: Signed	Term 3, Week 9	Description: Students participate in a teacher-led class or small-group discussion to share aspects of their own culture, exploring how it relates to their family practices and the words or expressions used during these occasions, e.g. when celebrating the New Year, holidays, or festivals. Technique: Observed demonstration Mode: Spoken	Term 4, Week 5
							Assessment 5 — Cultural image sort	Term/ week
							Description: Students are provided with images associated with Indonesian culture, Australian culture and a third culture that has been discussed in class, e.g. Japanese culture. Images may include words and pictures of a festival, a place, food and animals. They sort these images under the correct culture headings. Technique: Observed demonstration Mode: Spoken	Term 4, Week 7
Achievement standard	By the end of the Foundation year, students use play and imagination to interact and create Indonesian texts, with support. They identify that Indonesian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.		By the end of the Foundation year, students use play and imagination to interact and create Indonesian texts, with support. They identify that Indonesian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.		By the end of the Foundation year, students use play and imagination to interact and create Indonesian texts, with support. They identify that Indonesian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.		By the end of the Foundation year, students use play and imagination to interact and create Indonesian texts, with support. They identify that Indonesian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.	
Moderation	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.		Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.		Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.		Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.	

Content descriptions	Units				Content descriptions	Units			
Communicating meaning in Indonesian	1	2	3	4	Understanding language and culture	1	2	3	4
with support, recognise and communicate meaning in Indonesian AC9LINF01	☒	☒	☐	☐	explore, with support, language features of Indonesian noticing similarities and differences between Indonesian and English AC9LINF02	☐	☐	☒	☐
					explore connections between language and culture AC9LINF03	☐	☐	☐	☒

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	☐	☐	☐	☒
Digital literacy	☐	☐	☐	☐
Ethical understanding	☐	☐	☐	☐
Intercultural understanding	☒	☒	☒	☒
Literacy	☒	☒	☒	☐
Numeracy	☐	☒	☐	☐
Personal and social capability	☐	☐	☐	☐

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	☐	☐	☐	☒
Asia and Australia's engagement with Asia	☐	☐	☒	☒
Sustainability	☐	☐	☐	☐

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